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ABSTRACT

The Basic Education and Enrichment Program (BEE) was established at Elizabeth City State College in September 1968. Its basic purpose is to offer freshmen innovative educational assistance in acquiring skills needed for the successful completion of college. BEE consists of three types of activities: tutoring sessions, counseling, and testing. All incoming freshmen are required to participate in the program during their first semester. During the second semester, participation is required for those with a low grade point average, and those with a D or F in English or mathematics. Superior students in the sophomore, junior and senior classes serve as tutors and are compensated for their services with funds from the College-Work-Study grant. The BEE Program is an autonomous campus unit but works in close cooperation with the Departments of Education, Modern Languages and Mathematics. During its first year of operation, 328 freshmen, 30 tutors, a Coordinator, an Assistant Ccordinator, two Counselor-tutor trainers and a secretary took part in the Program. (AF)

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OFFICE OF THE COORDINATOR
BASIC EDUCATION AND ENRICHMENT
ELIZABETH CITY STATE COLLEGE

ANNUAL REPORT

June 6, 1969

INTRODUCTION

The Basic Education and Enrichment Program was established at Elizabeth City State College in September, 1968.

To help bridge the so-called generation gap, the peer-tutor counselor program was introduced. Superior students in the sophomore, junior, and senior classes served as tutors to the incoming freshmen for the entire year.

Professional instructors teach the new tutors in the "hows" and "whys" of counseling and tutoring.

The tutors are compensated for their services with funds from the College-Work-Study grant.

Qualifications for work-study grants are based primarily on needs, original entrance test scores, grades, and rank in class. These are the major factors used to determine which students are eligible to serve as tutors.

Each tutor under the guidance of the counselors determines the total needs of the tutees and designs programs which hopefully will fulfill the academic and other requirements for success. Where change in the tutee's major is deemed essential by the tutor, such change is recommended to the tutee,

All freshmen are required to participate in the program. Efforts are designed to enrich those with high achievement potential, but those students whose scores reflect low achievement levels are the prime target of the program.

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U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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The actual tutor-counseling process is implemented in the most informal and non-structures atmosphere. All available spaces are utilized to the maximum - classrooms, dormitories, the library - and, in fact, the entire campus. All serve to create an environment conducive to interdisciplinary and intellectual exchange between counselor-tutor trainers, a total of 30 tutors and 328 tutees.

Purposes

The general purposes of the program are:

1. To help freshmen who are markedly deficient in communicative and study skills.

2. To strengthen adjustments to college and rational growth while in college, through providing special individual and group counseling orientation experiences.

3. To correct and alleviate, where possible, the weaknesses and deficiencies of background cumulated through the intermediate and secondary educational exposures of many students who enroll as freshmen at Elizabeth City State College.

4. To provide academic and cultural enrichment where possible, through exposing the students to a variety of academic and non-academic experiences designed to broaden his intellectual and cultural horizons.

5. To offer additional innovative educational assistance for freshmen in reading, English, and mathematics. This additive assistance is offered with a view to salvaging borderline students who will likely become attritional statistics without the benefits of such assistance.

6. To increase the students' familiarity with standardized test materials and procedures and to make them test-wise through having taken various tests for diagnostic and other purposes.

Organization

The Basic Education and Enrichment Program, while offering supportive instructional work to the college's Department of Education, Department of Modern Languages, and the Department of Mathematics is an autonomous campus unit, administratively independent of each department, Its activities, however, are performed, facilitated and promulgated through the close cooperation of the above mentioned departments. In like manner, the

program's counseling activities, while not in conflict with the general objectives and procedures of the College's counseling center, are directed specifically toward offering intensified counseling services to students enrolled in the program.

The BEE's organization is simple, consisting of 328 freshmen, 30 tutors, a Coordinator, an Assistant Coordinator, two Counselor-tutor trainers, and a secretary.

All full-time personnel are contracted under the program's budget and are, therefore, employed specifically for Basic Education and Enrichment. The director is directly responsible to the Dean of the College. Other members of the staff are responsible to the program's director, including the Assistant Coordinator, Counselor-tutor trainers, and the clerical personnel.

An atmosphere of courtesy and cooperation exists among the Basic Education and Enrichment Center, the College's G. R. Little Library, the Counseling Center, and the Student Aid Office.

Procedures and Activities

Instructional Procedures: Tutoring Sessions.

During the first semester, 1968-69, in order to provide optimum flexibility and effectiveness in achieving desirable student-tutor instructional relationships, each tutor's group load consisted of approximately ten tutees. There were, however, some variations in the size of groups. Under the supervision of the Counselor-Tutor-Trainers, students were in session with their tutors ten hours per week. The tutors' and the tutees' schedules were checked carefully so there would be no conflicts with regular course hours. The students met in sessions six times per week (1 1/2 hours each) and were given tutorial assistance in reading, language, and mathematics. For one hour weekly, each tutor met in a group session in the library for

the purpose of rendering assistance in using the facilities more efficiently.

When it became apparent during the second semester, 1968-69, that on-campus scheduling of classes imposed excessive demands on the tutors, by consensus, the procedure was modified. As a supplementary measure toward the fulfillment of the proposed goals, nineteen additional class periods a week were made available to the students. These classes were under the direction of staff members who could lend expertise in supporting already identified problems.

Counseling

The Counseling division of the program has been of significant value to the overall Basic Education and Enrichment effort. While not attempting to preempt any of the functions of the Counseling Center of the college, Tutorial Counselors have, nevertheless, fulfilled their responsibilities to tutorial enrollees with unique effectiveness.

"BEE" counselors work closely with tutees, contacting them in designated classrooms, dormitories, and many times, informally, on campus. Identification of personal problems that inhibit maximum progress, assessment of attitudes, assistance in the development of study skills are among the Counselor's important activities.

During the second semester of the 1968-69 school year, group counseling was scheduled four times each month including freshmen and tutors. Individual counseling contacts per week averaged approximately 40 for each counselor.

Testing

It is assumed that the SAT is a valid instrument for measuring proficiency in certain verbal and mathematical skills that are necessary for

success in college. The availability of this instrument was valuable but some measurement of reading skills was needed.

On October 26, 1968, the staff administered the Reading for Understanding Placement Test, from Science Research Associates, Inc.

On November 5, 1968, one form of the Cooperative English Test was administered.

On November 28, 1968, the Computational Skills Test was administered from Science Research Associates.

On April 15-16, 1969, the staff administered Diagnostic Reading Tests Survey, Section, Form A., from Science Research Associates, Inc., and Survey of Reading/Study Efficiency, by Frank L. Christ, Loyola University of Los Angeles.

On May 6-8, 1969, Form S of the California Short-Form Mental Maturity Test was administered.

May 13-15, 1969, Form 1A of the Cooperative School and College Ability Test was administered.

Students

Enrollment. Three hundred and twenty-eight students are involved in the program. This includes 297 first-time freshmen and 31 other students. This comprises well over 1/3 of the entire enrollment in the College.

Enrolled in the program during the first semester of the 1968-69 school year were approximately 98% of all freshmen. Included were 151 freshman males and 173 freshman females.

In addition to the 328 registered tutees, approximately thirty upper classmen volunteered, or were referred to the program for assistance, during the second semester.

Changes in enrollment patterns and classifications between the first semester, 1968-69, and the second seemster, 1968-69, may be attributed to

(1) the center's need to serve a wider student constituency, (2) increased cooperative efforts among the center and several established academic departments on the campus, particularly the English Department.

Almost from the outset - during the second week in February, 1969, when students were chosen for the second semester of the tutorial program - modifications in selection criteria became necessary, because of the need for considering individual cases and the necessity for the center's having wider latitude in selection than had been envisioned earlier. Originally the standard for selection was basically that of being a freshman student.

On May 23, 1969, the staff of Basic Education and Enrichment drafted the following recommendations for the consideration of the Advisory Council and Administration, in regard to the selection of students for the program:

1. That assignment to Basic Education and Enrichment for the second semester be based principally on first semester grades of D and F in English and mathematics and through some measure the student is deemed to perform poorly in reading.

2. That any freshman student with a semester average of 2.50 or better regardless of SAT score, be permitted to take 15 hours and participate in one tutorial activity.

3. That any student with less than a 2.00 semester average assigned to the Tutorial Center on the basis of English and mathematics grades be <u>required</u> to reduce his class load to 12 hours.

3. That any freshman who earns grades of D or F in either English or mathematics and has an average of between 2.00 and 2.50 be urged to reduce his class load to 12 hours.

Projected Plans

As an outgrowth of conferences among Elizabeth City State College Administrators, teaching personnel, tutors, and staff members, the tutorial center will initiate and structure an experimental English program that will include English 50. In addition to those students involved in the remedial English program, the implementation of the experiment will further

involve, exposing a "control" group of students, most of them Basic Education and Enrichment enrollees selected at random, to the instructional stimuli, methods, and materials conceived in the design of the component.

In pursuance of the above projection the tutorial center has assembled, and is still ordering, quantities of standard texts and classroom materials on audiovisual media, computer applications to the teaching of Reading and English, programmed instruction, current trends in the teaching of English from various standard publishing firms, and from such professional organizations as the National Council of Teachers of English. Members of the staff are familiarizing themselves with these materials.

Other innovations are being explored at the same time. Among these explorations are ventures into expanded uses of programmed instruction and teaching machines where they are deemed effective for tutorial purposes, uses of closed-circuit television, and examinations of many approaches (transformational, linguistic, etc.) to the teaching of language, grammar and composition.

An additional projection which will yield immediate benefits is the bringing to the campus several consultants in the areas of the program's instructional interests and activities.

To further enrich the program, the library staff is offering a course in "Utilization of Library Resources" which was designed especially for the incoming freshman students.

Faculty and Staff

Members of the 1968-69 staff are listed below:

1. Teacher A. - B.S., M.A., Coordinator
   B.S., Winston-Salem State College, M.A.; New York University; Further Study, North Carolina College at Durham, University of North Carolina, Chapel Hill

2. Teacher B. - Assistant Coordinator
   B.S., Elizabeth City State College; M.A., Pennsylvania State University; Further Study, Temple University, Hampton Institute, Western Carolina University; University of North Carolina, Chapel Hill

3. Teacher C. - Counselor Trainer
   B.S., Elizabeth City State College;
   M.A., Michigan State University

4. Teacher D. - Counselor-Tutor-Trainer
   B.S., Elizabeth City State College;
   M.S., Columbia University; Further Study, Catholic University

5. Clerical Personnel

   Graduate, Carolina College of Commerce, Elizabeth City, North Carolina.